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ABSTRACT

This instructor's guide accompanies the student booklet/unit on job searches in the Employability Skills Series. (The booklet is available separately as CE 031 157.) It first discusses the Employability Skills Series. A section on administering the unit details purpose of the unit and major concepts to be developed, lists student performance and knowledge objectives, presents a content outline, discusses the competency-based structure of the units, and describes basic procedures for using the unit, three classroom management plans, and materials needed. Suggestions are made to enrich the unit in the next session. Discussion questions are listed, and additional activities are presented with objectives, activity, time required, materials, and procedures outlined. Annotations of some resources available for teaching employability skills are also provided. The final section presents materials for measuring student performance, including performance test answer key and objectives; unit test answer key and objectives; unit test, forms A and B; and instructor record sheet. (YLB)

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Instructor's Guide

Your Job Search

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Your Job Search
Instructor's Guide

June, 1979

State of Florida
DEPARTMENT OF EDUCATION
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida
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DIVISION OF VOCATIONAL EDUCATION

This public document was promulgated at a cost of $657.17 or $0.657 per copy to provide educators with employability skills instructional materials to be used with secondary school students and adults.

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The Employability Skills Curriculum Team consists of Ora M. Kromhout, team leader, instructional designer, and coauthor of this unit; Linda W. Morse, instructional designer and coauthor of this unit; Barbara V. Fulghum, evaluator; Kathleen Lyons, editor; and Lynn Rogers, graphic designer.

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How to administer the unit

Purpose

Your Job Search was developed to:

- make students aware of the relationship between finding a job and conducting an active, well-planned job search
- show students that the job search can be broken down into specific action steps
- provide students with learning activities and practice related to those steps.

Validation

This unit was tested in counties of various sizes with vocational and academic students from grades 7 through 12. Revisions were made on the basis of evaluation information obtained from students and educators. Pretest-posttest results show that learning took place on all of the student objectives, and that student and instructor attitudes toward the unit were favorable.

Major concepts

The primary concepts in *Your Job Search* are as follows:

- *Looking for a job can be broken down into specific action steps.* It is important to start early and follow through with the action plan.
- *The more action steps one takes each day, the sooner one finds a job.* The person who makes half an effort is not giving himself/herself a fair chance. *Wanting* a job is not the same as *looking* for a job.
- *There are many ways of finding out about jobs.* A job seeker should ask friends and relatives, read the ads, visit employment agencies, visit offices, etc. All possibilities should be explored.
- *Beware of want ads for jobs that promise big money with few requirements.* Ads must be read carefully to determine which ones are worth further investigation.
- *When an interesting job opening comes to one's attention, contact should be made immediately either in person, by letter, or by telephone.* Delay may mean missing a good job. (However, the applicant should make sure that s(he) is *prepared* to speak to the employer before rushing into a hasty phone call or visit. An unprepared applicant makes a poor impression, no matter how prompt.)

Content outline: Your Job Search

I. Getting Ready (*p. 5*)*
   - A. Setting aside time for your job search (*p. 5*)
   - B. Getting a Social Security number (*p. 6*)
     1. Getting a form from the local Social Security office
     2. Filling out the application form
   - C. Preparing a personal fact sheet (*p. 10*)

II. Getting Leads (*p. 15*)
   - A. Finding job openings (*p. 15*)
     1. Talking to friends, family, etc.
     2. Visiting work sites
     3. Checking newspaper ads
     4. Talking to former employers
     5. Going to public employment agencies
     6. Going to private employment agencies
     7. Going to government personnel offices
     8. Using school placement services
     9. Checking with unions
     10. Checking with local community organizations
     11. Checking armed forces recruiting offices
   - B. Finding part-time jobs (*p. 18*)
     1. Checking the community for jobs that need doing (mowing lawns, etc.)
     2. Checking local businesses for part-time employment
   - C. Using employment agencies (*p. 21*)
     1. Public
     2. Private
   - D. Looking for government jobs (*p. 29*)
     1. Levels of government
     2. Career ladders
     3. Local government jobs
     4. State government jobs
        a. State Employment Service
        b. state agencies
        c. Intergovernmental Job Information Center
     5. Federal government jobs
        a. U.S. Government Job Information Center
        b. Intergovernmental Job Information Center
   - E. Reading want ads (*p. 34*)
     1. Getting information
     2. Vague ads
     3. Abbreviations used in ads
   - F. Keeping records on your action plan (*p. 45*)
   - G. Starting your job card file (*p. 46*)

III. Making Contact (*p. 47*)
   - A. Visiting employers (*p. 48*)
   - B. Writing a letter of application (*p. 51*)
   - C. Phoning about a job lead (*p. 57*)

*Italicized numbers in this guide refer to page numbers in the student booklet. All other page numbers refer to pages in this guide.

Relationship to subject areas

Learning how to find a job is an important skill for all students to know. Many educators teach employability skills in a variety of instructional settings. Employability skills are sometimes taught as a separate course or workshop. Another approach is to integrate the skills into other courses and curricula. The following list gives an idea of how job hunting skills can be taught by educators of particular disciplines.

Language arts teachers

writing letters, making telephone calls, filling out forms, using a telephone book, finding information, listening to get information, writing legibly and neatly

Social studies teachers

Social Security, public and private employment agencies, government jobs

Guidance counselors, occupational specialists, placement and follow-up personnel

all aspects of the job search

Vocational educators

all aspects of finding a job, particularly in the following instructional areas: business education (typing letters and forms, telephone skills, using the phone book); health and public services (government jobs, Social Security); distributive education (listening and communicating skills related to speaking with customers)

Competency-based instruction

The unit has been designed so that students can work at their own pace and demonstrate their knowledge of the objectives by answering questions and doing activities. Unit tests containing questions on each knowledge objective are included at the end of this guide. You may wish to write additional test questions on these objectives and on other information you are teaching with this unit. Performance tests on each performance objective (those objectives marked with Do it!) are located within the student booklet. Each student should pass the unit test and successfully complete the performance tests. The answer keys for scoring the unit test and the performance tests are located on pages 17 and 21. The Instructor Record on page 27 will help you keep track of each student's progress.

The student objectives for *Your Job Search* are located in the answer keys to the unit test and the performance tests. The objectives include either checklists or answers for scoring the student's work. A list of the short form of the objectives is on page 6. In addition, each student booklet has a list of the short form of the objectives for recording the student's progress.

List of student objectives

		SELF-TEST OR PERFORMANCE TEST PAGE	INFORMATION FOUND ON THESE PAGES
Do it!	1. Fill out a Social Security application form.	*8-9*	*6-7*
Do it!	2. Prepare a personal fact sheet.	*12-13*	*10-11*
	3. List four ways to find out about job openings other than through employment agencies.	*27*	*15-20*
	4. Identify two characteristics of public employment agencies and two characteristics of private agencies.	*27*	*21-26*
Do it!	5. Find and write down the phone number and address of the nearest State Employment Service office and of a private employment agency.	*33*	*16,21-26*
Do it!	6. List one place to contact for information about jobs with each of the following: local, state, and federal government.	*33*	*29-31*
	7. List five kinds of information to look for in want ads that would help you decide which jobs to apply for.	*43*	*34-42*
	8. List three ways of making contact with employers.	*49*	*47-49*
Do it!	9. Write a letter of application.	*54-55*	*51-55*
Do it!	10. Show how to ask about a job opening over the phone.	*61*	*59-61*

Materials needed

- Social Security card application forms (optional)
- several copies of the local telephone directory
- copies of "help wanted" ads from your local newspaper
- plain white paper and pens (blue or black ink) for composing letters of application

Other materials needed for completing the suggested student activities are listed with the optional activities on page 10.

You may want to prepare transparencies for use with the unit. A transparency of want ads from your local newspaper, the Social Security performance test on *page 8* , and/or the Action Plan on *page 45* would be good choices.

Thermal spirit masters may be made if you want to make copies of a particular page. This is done by using special thermal masters, which are available from several companies and may be obtainable from your school. If you're unfamiliar with this process, check with your school media specialist or county audiovisual specialist. You'll find this process an easy method of reproducing part or all of the unit.

Students might be encouraged to keep a job information folder of their completed worksheets and related materials that they have collected. This folder would be a valuable reference for later job searching.

Procedure

Field test evaluation information shows that the student unit is effective when used alone. However, to increase motivation and maintain student interest, especially at the higher grade levels, you can supplement the unit with a variety of challenging activities. Suggestions for additional activities are presented on page 10 of this guide.

One way to begin *Your Job Search* is with a discussion on looking for a job. You could include such topics as the local job market and what it's like to look for a job. Students would then have a chance to share their job hunting experiences. For more ideas on a discussion, see the suggested discussion questions on page 9 . The booklet can be used in many different ways, and the organization of class presentation is a matter for each instructor to decide. However, the performance test for Objective 10 (inquiring about a job by telephone) is a role-playing activity that requires the instructor or other observer to monitor and assess each student's performance. After the students have completed the unit, a class review of the objectives and major concepts would be helpful before taking the posttest.

The instructor's role in *Your Job Search* could include any of the following activities:

- Administering a pretest prior to instruction. This would provide information on what the student knows before starting the unit. A pretest (Form A) on the four knowledge objectives is provided on page 23. The answer key is found on page 21.

- Keeping a record of the student's progress on the "Instructor Record of Student Performance Tests," page 27.

- Making the unit more interesting or challenging by the addition of related activities, discussion, and resources.

- Limiting or expanding materials covered in the unit, according to individual subject area needs.

- Administering a posttest after the students complete the unit. The posttest will provide information on what the students learned from the unit. A posttest (Form B) covering the four knowledge objectives is provided on page 25. If students are allowed an additional attempt on the posttest, Form A may be used.

Since each student progresses at his/her own pace, the amount of time needed to complete the unit will vary. On the average, *Your Job Search* can be completed in five to seven hours, if no breaks are taken. Additional classroom time may be required if the instructor personally checks each student on the phone interview, or includes additional activities or class discussion of the unit. The unit time may be shortened by selecting only those objectives and activities applicable to your class's particular subject area, or by eliminating some of the activities and/or discussion.

Your Job Search is one of a series of competency-based instructional units that has been developed on specific topics in the area of employability skills. Each unit may be used by itself or in conjunction with other units.

Components in the series are:

Six student booklets (with instructor's guides)

Choosing an Occupation—How to obtain personal and occupational information necessary for making career choices.

Your Job Search—How to prepare for the job hunt, get leads, make contact with the employer.

Applying for a Job—How to write resumes, fill out application forms, take preemployment tests, interview for jobs.

Good Work!—How to develop good work habits like performing tasks responsibly, observing safety rules, following instructions.

Personal Finances—How to save, shop, bank, budget, fill out tax forms, check payroll deductions, balance a checkbook.

Job Changes—How to handle promotions, resignations, job losses, career changes.

A filmstrip (with cassette and instructor's guide)

Your Job: Will You Keep It?—How to keep a job by practicing good work habits and getting along with others.

A game (with instructor's guide)

Job Scene—How to make on-the-job decisions related to good work habits and interpersonal relations.

A resource guide

A Guide to Employability Skills—Annotates available resources that represent a wide range of media; lists the names and addresses of publishers and other helpful sources; lists materials developed in Florida.

Enrichment

Discussion questions

1. How did you find your first job? What steps did you take to get it? What advice would you give to others looking for a job?
2. If you wanted a job, what is the first thing you would do? The first person you would talk to? The first place you would go?
3. How much money do you think should be spent on job hunting? Does looking for a job cost money?
4. How much time would you allow for a job hunt? When should you start looking for a job?
5. Do you think your first job should be one that relates to your future career, or for a start, just any job?
6. Would you go to public or private employment agencies first?
7. Can you apply for any job for your first job? What restrictions are there (age, experience, etc.)?
8. What jobs can't you get because of your age? Why do you think the government passes laws about young people on jobs? What special laws does our state have about young people and work?
9. What kind of impression would a messy letter of application make on an employer?

Class activities

Objective	Activity	Mode	Time
1. Social Security card	Fill out Social Security card application forms.	written	1 class
3. Sources of employment	Make a directory of local services that provide employment information.	written	outside class
	Ask students to tell how they got their jobs.	oral	1 class or less
	Interview workers to find out how they got their jobs.	oral	outside class
	Invite an armed forces recruiter to the class.	oral	1 class
4. Characteristics of public & private employment agencies	Invite a representative of the Florida State Employment Service to discuss its services.	oral	1 class
	Interview public and private employment agency personnel.	oral	1 class
5. Location of Florida State Employment Service	Take a field trip to the State Employment Service Office.	travel	1 class
6. Places to find out about government jobs	Visit offices for information on government jobs.	travel	outside class
7. Want ads	Write a "situation wanted" ad.	written	1 class
	Bring want ads to class. Include puzzling ads. Make transparencies.	oral	1 class
8. Ways to contact employers	Dramatize a phone call; write a script for the call.	oral written	1 class
9. Letter of application	Have letter rated by professional personnel counselors.	written	1 class
	Invite a business education teacher to the class.	oral	1 class
10. Telephone conversation	Have phone calls rated by professional counselors.	oral	1 class
	Write concepts.	written	1 class

Materials	Procedure
Social Security card application forms	Have forms checked by Social Security personnel. (Encourage students to send in their completed Social Security application forms, but get parental permission first.)
notebook, phone book	Check phone book, organizations, agencies, schools, etc., and include address, telephone, hours, etc. Ask students with work experience to tell how they got their jobs. Compare methods.
notepad, tape recorder (optional)	Make an inventory of how workers got their jobs and compare it with the materials presented in this unit. Find out which source was the most widely used.
notepad	Ask the recruiter to discuss employment and training opportunities in the services.
notepad (optional)	Ask the representative to discuss the services offered and the employment outlook.
notepad (optional)	Discuss agency services, the local job market, points to remember when job hunting, etc.
notepad (optional)	Visit the agency and make note of its services.
notepad	Compile a list of the offices visited and the services of each, and make a guide for students interested in government jobs. Include addresses, directions, etc.
paper, pencil	Write an ad for a job that you are qualified for.
want ads	Discuss want ads. What do they ask for? What information is given? What are the job qualifications? Any confusing terms?
play phone (optional)	Role-play good and bad telephone conversations. Have other students rate the calls.
paper, pen	Make note of corrections, things to remember, etc.
notepad	Ask the teacher to discuss the fundamentals of good business letters and their importance in the world of work.
notepad (optional)	Make note of corrections, things to remember, etc.
paper, pencil	After completing the unit, write what you think are the major concepts.

Resources

The following resources can help introduce the employability skills used in finding a job. A more complete list of resources may be found in *A Guide to Employability Skills Materials* (1975), published by the Florida Department of Education and distributed by district vocational education and career education directors.

The annotations, which are grouped by media, include the name of the publisher or source, a brief description, and the price and date of publication whenever this information was available. Spanish availability is marked with a ☐. The materials included are suitable for senior high school students unless otherwise indicated. Materials marked with a ● have been designated by the publisher as being suitable for students with lower reading level, learning disabilities, or low motivation.

This listing provides information for buying specific materials. However, many materials may be available for borrowing from local sources. In addition to your school media center, check with other faculty members in academic and vocational departments. Occupational specialists or placement and follow-up offices may have materials or know where they can be found. District career education directors sometimes have collections of materials, and the district media center should be checked for films and other resources.

Human resources should not be overlooked. Visiting speakers, as well as materials, can often be obtained from governmental agencies, employment services, and personnel directors. Check with your school guidance counselor, occupational specialist, and your county career education director.

Free and Inexpensive Materials

Some materials are available at low cost from various agencies. Here's a short list to get you started.

Applying for a Job

Alabama Distributive Education Service
Post Office Box 2847
University, AL 35486
Purchase price: $.40, 22 pp.

Find Your Job and Land It

Arc Publishing Co., Inc.
219 Park Avenue South
New York, NY 10003
Purchase price: $.95, 100 pp.

☐ **How To Get and Keep the Right Job**

Carnation Company
Public Relations Department
Carnation Building
5045 Wiltshire Boulevard
Los Angeles, CA 90036
Purchase price: free.

How To Make the Most of Your Experience (1971)

Sportshelf
Post Office Box 634
New Rochelle, NY 10802
Purchase price: $.50, 15 pp.

Job Finding Kit. 4th Edition (1972)

Commission for Vocational Education
Curriculum Management Center
Building 17, Industrial Park
Olympia, WA 98504
Purchase price: $.25, 34 pp.

Locating and Securing a Job (1970)

Vocational Education Media Center
109 Freeman Hall
Clemson University
Clemson, SC 29631
Purchase price: $.75, 29 pp.

Merchandising Your Job Talents (1974)

U.S. Government Consumer Information
Public Documents Distribution Center
Pueblo, CO 81003
Purchase price: $.50, 24 pp.; 25% discount on purchase of 100 or more copies.

Occupational Outlook Quarterly

U.S. Department of Labor
Bureau of Labor Statistics
Washington, DC 20210
Purchase price: issued quarterly, $5.40 per year. Up to 35 copies free of student reprints from *Occupational Outlook Quarterly.* Titles include: *Beginner's Guide to Work, What Are Earnings?*

Tips for Job Hunters (1970)

Vocational Publications
Post Office Box 8282
Spokane, WA 99203
Purchase price: $.55, 32 pp.; 5 or more copies $.50 each.

Why Young People Fail to Get and Hold a Job (1974)

New York Department of Labor
Public Information Office
2 World Trade Center, Room 7315
New York, NY 10047
Purchase price: free, 16 pp.

A Working Woman's Guide to Her Job Rights (1974)

U.S. Government Consumer Information
Public Documents Distribution Center
Pueblo, CO 81003
Purchase price: $.60, 38 pp.; 25% discount on purchase of 100 or more copies.

The Young Worker (1975)

U.S. Government Consumer Information
Public Documents Distribution Center
Pueblo, CO 81003
Purchase price: free, 2 pp.

Your Letter is You (1968)

Alumnae Advisory Center, Inc.
541 Madison Avenue
New York, NY 10022
Purchase price: $.25, 8 pp.

Labor Market Trends
Basic Labor Market Information
Florida Employment Bulletin
Florida Employment and Unemployment

Florida Department of Commerce Publications
Division of Research and Statistics
Tallahassee, FL 32310
Audience: Professional
Purchase price: free.

Print

Finding Part-Time Jobs (1971)

Science Research Associates, Inc.
259 East Erie Street
Chicago, IL 60611
Grades 7-12
Purchase price: $1.20

This booklet is an excellent starting place for high school students who think they can't find jobs. Many ideas are included to help students locate jobs.

Forms in Your Future (1973)

Learning Trends
175 Fifth Avenue
New York, NY 10010
Grades 10-Adult
Purchase price: $2.40; $1.80 for ten or more

This workbook contains many useful forms such as Social Security application, job applications, withholding exemption certificates, etc. to provide students with practice in filling out forms they will encounter when they enter the world of work.

How To Get a Job (1966)

Addison-Wesley Publishing Company
Jacob Way
Reading, MA 01867
Grades: 7-Adult
Purchase price: $6.95 (student package);
$4.50 (teacher's guide)

This self-instructional course, prepared by Educational Design, Inc. and the National Association of Manufacturers, consists of a workbook, a role-playing book, and job cards with descriptions of common jobs. The exercises are practical and realistically cover all aspects of the job search.

How To Get a Job and Keep It (1969)

Steck-Vaughn Company
Post Office Box 2028
Austin, TX 78767
Grades 10-Adult
Purchase price: $1.35

This workbook, written on a 5-6 grade reading level, is intended for adults with low reading ability. It includes units on planning to get a job, writing an application letter, completing an application form, interviewing for the job, taking vocation tests, and fulfilling the job obligations. A word list for job applications and tests is also included.

Jobs in Your Future (1973)

Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, NJ 07632
Grades 9-Adult
Purchase price: $1.50 (1 teacher's guide, free with 20-39 copies of workbook);
$.90 (workbook)

This high interest, low-reading level workbook is for secondary students who are getting ready to enter the world of work. It covers the skills and attitudes needed to find and keep the right job, and includes practice in many of these skills.

Merchandising Your Job Talents (1974)

U.S. Government Consumer Information
Public Documents Distribution Center
Pueblo, CO 81003
Grades 7-Adult
Purchase price: $.50 per copy

This booklet gives basic, straight-forward information on techniques for getting the best job for you. It has many helpful hints and ideas for young people.

Occupational Essentials (1972)

h. c. Johnson Press, Incorporated
Vocational Education Division
Post Office Box 5566
Rockford, IL 61125
Grades 7-Adult
Purchase price; $7.50 (1 instructor's guide),
$4.50 (each workbook)

This workbook covers many aspects of job finding, including self-inventory, employment application, and much more.

Succeeding in the World of Work (1975)

McKnight Publishing Company
Post Office Box 2854
Bloomington, IL 61701
Grades 9-12
Purchase price: $6.99 (textbook); $1.98 (activities workbook); free teacher's guide

This set is intended for both career education and work-experience students. The materials provide a wealth of information and practice in entering the world of work, meeting one's adult responsibilities, and meeting future responsibilities. The workbook can be used independently of the text.

World of Work Kit (1969)

McGraw-Hill Book Company, Webster Division
1221 Avenue of the Americas
New York, NY 10020
Grades 7-Adult
Purchase price: $111 (50 titles, 20 copies each); $2.10 (1 title, 20 copies); $.99 (1 teacher's guide)

This collection of 50 illustrated fictional booklets is designed especially for the urban, non-college bound student who may enter the job market at an early age. Each booklet, through a playlet or story, exposes the student to a new dimension of the world of work; stories are open-ended to prompt discussion. Multiple choice and short-answer discussion questions at the end of each story assist the student in identifying key points in each selection.

Cassettes

The Job Hunt (1974)

Coronet Instructional Media
65 East South Water Street
Chicago, IL 60601
Grades 10-12
Purchase price: $88 (10 cassettes, 30 workbooks, 1 teacher's manual)

Each of these cassettes deals with one aspect of the job hunt, such as getting job leads, writing a resume, and preparing for an interview. A pragmatic, realistic approach is used throughout, and some lessons simulate actual procedures, such as taking an employment test.

World of Work II: Getting A Job (1970)

Educational Design, Inc.
47 West 13th Street
New York, NY 10011
Grades 6-12
Purchase price: $131 (12 cassettes, 24 student record books, 1 instructor's guide)
Approx.15 min. each

Each of the nine lesson tapes is a self-contained teaching unit. Lesson topics cover contacting the job interviewer, words you must learn, making a good impression, and other skills important in getting a job. Three discussion tapes are also included.

Film

Your Job: Finding the Right One (1968)

Coronet Instructional Media
65 East South Water Street
Chicago, IL 60601
Grades 10-12
Purchase price: $182 (color, 12½ min.)

The film shows how young people can locate jobs suited to their needs and abilities. Time and effort can be saved by the individual's undertaking a thorough self-appraisal, which includes evaluation of abilities, interests, past training, and the possibilities for future training. It then shows how to organize a plan of action that will lead to the right job.

Filmstrips

Finding Your Job (1972)

Eye Gate House
146-01 Archer Avenue
Jamaica, NY 11435
Grades 6-8
Purchase price: $59.75 (6 filmstrips, 3 cassettes, 1 teacher's guide)

These color filmstrips discuss and demonstrate the following topics: working for someone else, what can you do, job shopping, the job interview, getting a better job, finding a career.

Job Hunting: Where to Begin (1972)

Guidance Associates
757 Third Avenue
New York, NY 10017
Grades 9-Adult
Purchase price: $48.50 (2 filmstrips, 2 cassettes or 2 records, 1 discussion guide). Color, approx. 11 min.

This filmstrip presents the information and skills needed by the novice job hunter. It also focuses on the attitudes and problems frequently encountered on the job hunt.

Kit

Career Directions (1974)

Changing Times Education Service
1729 H Street, Northwest
Washington, DC 20006
Grades 7-12
Purchase price: $275 (4 kits, each containing 2 color filmstrips, 2 records, 2 cassettes, 2 transparencies, 2 spirit masters, 30 student booklets, 1 teacher's booklet). Each filmstrip approx. 13 min.

This action and inquiry-oriented multimedia series contains four separate kits: *Deciding What You Want To Do, Choosing the Kind of Job You Want, Entering the Job Market,* and *Staying With It and Getting Ahead.* Each kit includes a variety of materials pertaining to the topic indicated in the individual title.

Transparencies

Guide to Finding a Job (1965)

Scott Education Division
104 Lower Westfield Road
Holyoke, MA 01040
Grades 7-12
Purchase price: $32.50 (13 overlays, 7 transparencies, 1 teacher's guide)

Designed especially for disadvantaged youth, these transparencies cover topics such as job sources, applications, and how to keep a job.

Measuring student performance

Performance test answer key

The performance checklists contain the requirements for achievement of each performance objective as taught in the unit. You may want to modify these checklists based on your instructional setting.

Objective 1 (pages 8-9)

Given a Social Security application form and the requirements for the completed application form, the student will fill out the form so that it will contain all of the requirements as measured by the checklist below.

Performance Checklist

- Print everything except Line 14.
- Sign your name on Line 14 as you usually write it.
- Be careful to write on the correct line.
- Write "unknown" on all items that you cannot answer.
- Make sure the form is neat and easy to read.
- Use a typewriter or dark blue or black ink (if you are filling out a real form to turn in to the Social Security office).
- Use correct spelling.
- Follow directions.

Objective 2 (pages 12-13)

Given a form for a personal fact sheet and the requirements for the completed personal fact sheet, the student will fill out the form so that it will contain all of the requirements as measured by the checklist below.

Performance Checklist

Personal information

Include name, address, county, phone number, Social Security number, date of birth, marital status, height, weight, and parents' names.

Education and training

Include the school name, city and state, dates of attendance, and major courses of study, if any.

Work history

Include job titles, employers' names, complete addresses, phone numbers, and dates of employment. Leave blank if you have never worked.

Interests and activities

List any hobbies, activities, and community interests.

Honors and awards

This may be left blank if there are none.

References

Give at least two references. This includes the complete name, occupation, full address, and phone number of each reference. The student may not give family members for references. School friends also cannot be used unless they have worked for a year or more and have good work records.

Objective 5 (page 33)

Given a telephone directory, the student will find and write the address and phone number of the nearest Florida State Employment Service office and the name, address, and phone number of one private employment agency.

Objective 6 (page 33)

Given a telephone directory, the student will list the name, address, and phone number of a contact source for *each* of the three levels of government. Below is a list of sources for each level of government.

- *Local:*

  city hall
  county courthouse
  Florida State Employment Service
  school guidance counselors
  vocational counselors
  veteran's counselors
  Veteran's Service Center

- *State:*

  Florida State Employment Service
  state agencies
  Intergovernmental Job Information Center
  veteran's counselors
  school guidance counselors
  vocational counselors
  Veteran's Service Center

- *Federal:*

  U.S. Government Job Information Center
  Florida State Employment Service
  Intergovernmental Job Information Center
  school guidance counselors
  vocational counselors
  veteran's counselors
  Veteran's Service Center

Objective 9 (pages 54-55)

Given a checklist identifying the necessary elements of a letter of application, the student will prepare a letter that contains all of the necessary elements as measured in the checklist.

Performance Checklist

- *Form:*

  Your complete address, date in upper right corner
  Name and address of person to whom you are writing, spelled correctly
  Dear Mr. Jackson:
  Sincerely, or Very truly yours,
  Your signature (handwritten in ink)
  Your typed name (if letter is typed)

- *Content:*

  Job wanted, or type of work
  How you found out about the job
  Qualifications for the job (education, training, and/or work experience)
  Reference
  Request for interview
  How and when you can be reached

- *Appearance:*

  On plain white paper, regular size
  Typed, or blue or black ink
  Neat
  Correct spelling and grammar

Objective 10 (page 61)

When asked to play the role of the job applicant telephoning about a job opening, the student will give the employer all of the information in List A and ask questions to get all of the information in List B.

Performance Checklist

A. GIVE this information:
   your name
   the job you're interested in
   how you found out about the job
B. GET this information:
   time and date of interview
   place to go for the interview
   name of person to ask for the job requirements

Unit test answer key

The order of the test questions varies from test to test. Refer to the objective number for locating the right answer. The score required for passing is left to the discretion of the instructor. However, on this short test, you may wish to require that each question be answered correctly. These answers are based on the content of the unit. You may want to modify these answers if you supplemented the unit with additional activities and resources.

Objective 3 (page 27)

When asked to list four sources of employment information other than public or private employment agencies, the student will list at least three of the following:

vocational teachers
businesses and work sites
friends and relatives
civil service announcements
phone books
former employers
apprenticeship programs
newspaper ads
community organizations
armed forces
government personnel offices
school placement services
school counselors
school bulletin boards
unions
professional organizations

Objective 4 (page 27)

Given a list of the following characteristics of public and private employment agencies—

1. These agencies charge a fee for their services.
2. These agencies offer free placement services.
3. These agencies advertise a greater number of highly skilled, high-paying jobs.
4. These agencies offer free employment testing and counseling.

—the student will correctly identify the characteristics by responding as follows:

1. private
2. public
3. private
4. public

Objective 7 (page 43)

When asked to list five types of job information to look for in want ads that would help in deciding which jobs to apply for, the student will list at least four of the following:

type of job
amount of pay
working hours
work experience required
education or training required
personal equipment required
job location

Objective 8 (page 49)

The student will list the following ways to contact employers:

through personal visits
by writing letters
by phoning

Unit test – form A

(Employability Skills: Your Job Search)

Name_____

Fill in the blanks.

1. (Objective 8) Kathy just found out about a job opening. List three ways that she can contact the employer.

   1 _____

   2 _____

   3 _____

2. (Objective 4) The list below shows four characteristics of employment agencies. Write "private" by characteristics of private employment agencies and "public" by characteristics of public employment agencies.

   1 _____ These agencies charge a fee for their services.

   2 _____ These agencies offer free placement services.

   3 _____ These agencies advertise a greater number of highly skilled, high-paying jobs.

   4 _____ These agencies offer free employment testing and counseling.

3. (Objective 7) Leroy reads the want ads as part of his job search. List five types of job information he should look for in each ad to help him decide which jobs to apply for.

   1 _____

   2 _____

   3 _____

   4 _____

   5 _____

4. (Objective 3) Brenda went to public and private employment agencies to ask about jobs. List four more sources of job information that Brenda should use to find out about job openings.

   1 _____

   2 _____

   3 _____

   4 _____

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Unit test – form B

(Employability Skills: Your Job Search)

Name _____

Fill in the blanks.

1. (Objective 3) George has already asked about job information at public and private employment agencies. List four *more* sources of job information that George should use to find out about job openings.

   1 _____

   2 _____

   3 _____

   4 _____

2. (Objective 7) Ella reads the want ads as part of her job search. List five types of job information she should look for in each ad to help her decide which jobs to apply for.

   1 _____

   2 _____

   3 _____

   4 _____

   5 _____

3. (Objective 4) The following list shows characteristics of employment agencies. Write "private" by characteristics of private employment agencies and "public" by characteristics of public employment agencies.

   1 _____ advertise a greater number of highly skilled, high-paying jobs

   2 _____ offer free testing and counseling services

   3 _____ charge a fee for their services

   4 _____ offer free placement services

4. (Objective 8) List three ways to contact employers about job openings.

   1 _____

   2 _____

   3 _____

Your Job Search INSTRUCTOR CHECKLIST OF STUDENT PERFORMANCE TESTS

Each student should be allowed two attempts to pass the **Unit Test** upon completing the unit.
This test covers the four knowledge objectives: numbers 3, 4, 7, and 8.
Each student should be allowed three attempts to pass the **Performance Test** on each objective.

Place a 0 under each try not satisfactorily completed by the student.
Place a 1 under each try satisfactorily completed by the student.

If a student passes an objective in fewer than three attempts, leave the remaining columns under that objective blank.

Student Name	PRETEST	PERFORMANCE TESTS																	POSTTEST	
	UNIT TEST FORM A	OBJ 1 *(p. 9)* Social Security Application			OBJ 2 *(p. 13)* Personal Fact Sheet			OBJ 5 *(p. 23)* Employment Agencies			OBJ 6 *(p. 33)* Job Contacts			OBJ 9 *(p. 54)* Letter of Application			OBJ 10 *(p. 61)* Telephone Inquiry			UNIT TEST Form B	UNIT TEST Form A
	Only Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try

The Unit Test answer key is on page *21*.

The **Performance Test** answer key is on page *17*. You will also find a **Performance Checklist** in the unit for assessing the student's work on the objectives. To pass the **Performance Test** on each objective, all elements of the checklist must be checked as indicated in the unit and in the answer key.

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